



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

5
CLASS

3
TERM

NOT FOR SALE

Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

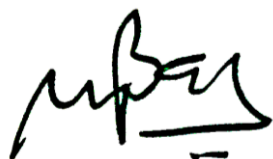
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology











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Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
- 2  Teachers can use other textbooks alongside or instead of these lesson plans.
- 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
- 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
- 5  Quickly review what you taught last time before starting each lesson.
- 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
- 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
- 8  Use the board and other visual aids as you teach.
- 9  Interact with all students in the class – including the quiet ones.
- 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.



Learning outcomes






Teaching aids



Preparation

Lesson Title: Descriptive Composition	Theme: Descriptive Writing	
Lesson Number: L-05-121	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to describe a well-known place in their community.</p>	 <p>Teaching Aids 1. Text at the end of the plan. 2. Questions at the end of the plan.</p>	 <p>Preparation 1. Write the text at the end of the plan on the board. 2. Write the questions at the end of the plan on the board. 3. Gather a piece of paper and an exercise book.</p>
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Opening (3 minutes)

1. **Write** 'mimonucty' on the board.
2. Ask pupils if they can unjumble the letters to make a word. Give pupils a clue. **Say:** It is something we all belong to. (Answer: community)
3. **Ask:** What does community mean? Raise your hand to answer. (Answer: a group of people living and working together in the same area like a village or city.)
4. Tell pupils that today they will describe a well-known place in their community.

Introduction to the New Material (10 minutes)

1. **Say:** Think of the people you know. We can put them in different community groups such as family, friends, schools and our neighbourhood (where we live).
2. Take a piece of paper. Tear it in half.
3. **Say:** A piece of paper is not very strong.
4. Take an exercise book. Pretend to tear it in half.
5. **Say:** It is much more difficult to destroy many pieces of paper because together they are strong. This is like a community. It is important to work together.
6. Write these 2 questions on the board: Where ____ live? Which street ____ live ____?
7. **Ask:** What do you think the missing words are? Raise your hand to answer. (Answers: Where do you live? Which street do you live on?)
8. **Say:** Work in pairs. Ask and answer the 2 questions.
9. Give pupils 2 minutes to ask and answer the questions.

Guided Practice (10 minutes)

1. Point to the text on the board. **Say:** Shirley is an English teacher. She lives in London, England. Read the text silently. You have 3 minutes.
2. **Ask:** Are there any new words?
3. Have pupils volunteer to point out any new words.
4. Explain the new words. (Example words: options is another word for choices, sense is a feeling)

5. Use the positions of the pupils in the class or a pen to check pupils' understanding of these prepositions: opposite, next to, under. For example: Hold the pen next to the book and ask pupils where the pen is. Check the pupils understand all the prepositions.
6. Point to the questions on the board. Read the questions.
7. **Say:** Work in pairs. Write the answers to the questions. You have 6 minutes.
8. Have pupils volunteer to answer the questions. (Answers: a. Chelsea, b. fast food burger restaurant, c. a market, d. a shop, e. community, f. She lives a long way from the school. She has to get up very early. g. They are very helpful. People help each other.)

Independent Practice (10 minutes)

1. **Say:** Work alone. Write a paragraph of 5 sentences to describe your area. Tell your reader where you live, where things are, what they look like, what you like about your community. You have 10 minutes.

Closing (2 minutes)

1. Have 2-3 pupils volunteer to read his/her description. Ask more questions about their community. (Example questions: Is there a health centre in your community? What do the children in your community do on public holidays?)

TEXT

My name is Shirley and I am a teacher. I live in the centre of London in an area called Chelsea. When I want to eat or cook I have a lot of options. There is a fast food burger restaurant opposite my house. If I want to buy some vegetables, there is a market next to my house. There is a good shop under my house. There is also a small community centre near my house. On public holidays and celebrations sometimes we all eat together.




One problem is that the school where I work is a long way from my house so I take the bus to work every day. I have to get up at 5.00am.

There is a good sense of community here. People help each other all the time. I love it here!

QUESTIONS

- a. What area of the city does she live in?
- b. What is opposite her house?
- c. What is next to her house?
- d. What is under her house?
- e. What is near her house?
- f. What is the problem about where she lives?
- g. What is the community like?

Lesson Title: Literary Devices in Poetry	Theme: Descriptive Writing	
Lesson Number: L-05-122	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify similes and metaphors in poetry.</p>	 <p>Teaching Aids 1. Exercise at the end of the plan 2. Poem at the end of the plan</p>	 <p>Preparation 1. Write the exercise at the end of the plan on the board. 2. Write the poem at the end of the plan on the board. 3. Write these words on the board: a bee, a tortoise, an ox, an owl, a peacock, a mule.</p>
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Opening (4 minutes)

1. Write the sentence on the board: My love is like a red, red rose.
2. Tell pupils that this sentence is a line from a poem by a Scottish poet called Robert Burns.
3. Ask pupils if they think the comparison between love and a red rose is a good one and why. (Example answers: The comparison is good as roses are beautiful, delicate and smell sweet. Also, the colour red is often used to represent love.)
4. Tell pupils that today they are going to learn how to compare 2 people, places or things in a poetic way.

Introduction to the New Material (10 minutes)

1. Point to the sentence on the board (from the Opening).
2. Tell pupils that this is an example of a simile. Tell pupils that a simile is when we compare 2 things using the words 'like' or 'as'. Write the words on the board: like, as
3. Erase the words 'red, red'. Write 'blue, blue' instead.
4. Ask the pupils if they can think of a word to replace 'rose'. Tell them to think of the something which is the colour blue. (Example answers: sky, sea, eye)
5. Erase 'rose'. Write the new word pupils give you in its place. For example: My love is like a blue, blue sky.
6. Now erase the words 'blue, blue'. Write 'green, green' instead.
7. **Ask:** Can you think of something which is the colour green? Raise your hand to answer. (Example answers: leaf, tree, forest)
8. Write the word pupils give you. For example: My love is like a green, green forest.
9. Write on the board: My love is a red, red rose.
10. Explain to pupils that this line is now a metaphor. Like a simile, a metaphor compares 2 different things. A metaphor does not use the words 'like' or 'as.'
11. Ask pupils if the sentence is different without 'like'. Explain that without 'like' the comparison seems more certain. Write these sentences on the board: A simile compares 2 things using the words 'like' and 'as'. A metaphor compares 2 things without using 'like' or 'as'.
12. Check pupils understand the difference between a simile and metaphor.
13. **Ask:** Which one uses the words 'like' or 'as', a simile or metaphor? Raise your hand to answer. (Answer: a simile)

Guided Practice (10 minutes)

1. Read these words from the board: a bee, a tortoise, an ox, an owl, a peacock, a mule.
2. Check pupils understand the words.
3. Point to the exercise on the board. Do actions, draw pictures or explain new words.
4. **Say:** Work in pairs. Choose a word to complete the similes.
5. Have pupils volunteer to read out the answers. (Answers: a. a bee, b. an ox, c. a tortoise, d. an owl, e. a peacock, f. a mule)
6. **Ask:** Do you know anyone who is as strong as an ox? Raise your hands. Encourage pupils to answer in full sentences. For example: Yes, my uncle is as strong as an ox.

Independent Practice (10 minutes)

1. Read the poem by Robert Burns. **Say:** Write the poem in your exercise books.
2. **Ask:** Are there any new words? Raise your hand to answer.
3. Have pupils volunteer to point out new words. Explain words and check pupils' pronunciation.
4. **Say:** Work in pairs and find the similes. You have 4 minutes.
5. Have pupils volunteer to point out the similes in the poem. (Answer: There are 2 similes: lines 1 and 3)

Closing (2 minutes)

1. **Ask:** How do we change the similes to metaphors? (Answer: Remove the word 'like'.)
2. **Say:** She is like a light in my life. **Ask:** How would you change this to a metaphor? (Answer: She is the light of my life.)
3. **Say:** The movie was like a rollercoaster of emotions. **Ask:** How would you change this to a metaphor? (Answer: The movie was a rollercoaster of emotions.)




EXERCISE

- a. She is always working, in fact she is as busy as ...
- b. He may look thin, but he is as strong as ...
- c. When my Grandpa climbs the stairs, he is as slow as ...
- d. My teacher knows a lot, in fact she is as wise as ...
- e. When he showed me his new car, he looked as proud as ...
- f. I tried to get her to change her mind, but she was as stubborn as ...

POEM BY ROBERT BURNS

O my love's like a red, red rose
That's newly sprung in June.
Oh my love's like a melody
That's sweetly played in tune.

Lesson Title: Literary Devices: Similes	Theme: Descriptive Writing	
Lesson Number: L-05-123	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use similes to create metaphors.</p>		<p>Teaching Aids Sentences at the end of the plan.</p>		<p>Preparation Write the sentences at the end of the plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you remember what a simile is? Raise your hand to answer. (Answer: a comparison of 2 different things using 'like' or 'as.' For example: Love is like a red, red rose.)
2. **Ask:** Do you remember what a metaphor is? Raise your hand to answer. (Answer: a comparison of 2 different things without using 'like' or 'as.' For example: Love is a red, red rose.)
3. Tell pupils that today they are going to learn more about similes and metaphors.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to practice using similes to make metaphors.
2. Write this simile on the board: Asma is always working. In fact she is as busy as a bee.
3. Ask pupils to identify the 2 things being compared. (Answer: Asma is compared to a bee.)
4. Explain the metaphor to pupils. Asma is compared to a bee. Bees are hard workers. They work very hard to make their honey.
5. Point to the similes on the board. Ask pupils if they remember the similes on the board are from the last lesson.
6. Read the sentences. Pupils listen and repeat.
7. Have pupils volunteer to point out the similes on the sentences on the board.
8. Write these sentences on the board: He may look thin, but he is as strong as an ox. He may look thin, but he is an ox.
9. **Ask:** What is the difference between the 2 sentences? Raise your hand to answer. (Answer: In the second sentence, there is no 'as strong as').
10. **Say:** If I want to create a metaphor from the simile, I can take away 'like' or 'as ... as'.

Guided Practice (10 minutes)

1. Point to the sentences on the board.
2. **Say:** Work in pairs. Create metaphors from the similes on the board. Write the metaphors in your exercise books. You have 7 minutes.
3. While pupils are working, **write** these similes the board:
 - a. Our friendship is like the golden sun.
 - b. The clouds are as white as snow.
 - c. The lights are like stars.
4. Have pupils volunteer to read the answers. (Answers: When my Grandpa climbs the stairs, he is a slow tortoise. My teacher knows a lot. In fact she is a wise owl. When he showed me his new car, he was a proud peacock. I tried to get her to change her mind, but she is a stubborn mule.)

Independent Practice (10 minutes)

1. Point to the three new similes on the board:
 - a. Our friendship is like the golden sun.
 - b. The clouds are as white as snow.
 - c. The lights are like stars.
2. **Say:** Work alone. Create metaphors from the similes. Write the metaphors in your exercise books. You have 5 minutes.
3. Have pupils volunteer to read their metaphors to the rest of the pupils. (Answers: Our friendship is the golden sun. The clouds are white snow. The lights are bright stars.)

Closing (2 minutes)

1. Write on the board: She is as quiet as a mouse.
2. **Ask:** How do I change this simile to a metaphor? Raise your hand. (Answer: She is a quiet mouse.)

SENTENCES




When my Grandpa climbs the stairs, he is as slow as a tortoise.

My teacher knows a lot. In fact she is as wise as an owl.

When he showed me his new car, he looked as proud as a peacock.

I tried to get her to change her mind, but she was as stubborn as a mule.

Lesson Title: Literary Devices: Metaphors	Theme: Descriptive Writing	
Lesson Number: L-05-124	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to change metaphors to similes.</p>		<p>Teaching Aids Sentences at the end of the plan.</p>		<p>Preparation Write the sentences at the end of the plan on the board.</p>
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Opening (4 minutes)

1. **Ask:** What is a metaphor? Raise your hand to answer. (Answer: a phrase which compares two things without using 'like' or 'as')
2. Write this metaphor on the board: Your hair is a bird's nest.
3. Ask pupils which 2 things are being compared and how they are similar. (Answer: hair, bird's nest, the hair is very untidy like a bird's nest)
4. Remind pupils that metaphors compare 2 things without 'as' or 'like'.
5. Tell pupils that today they are going to change metaphors to similes.

Introduction to the New Material (8 minutes)

1. Point to the sentences on the board. **Ask:** Are there metaphors or similes in the sentences? Raise your hand to answer. (Answer: metaphors)
2. **Ask:** How do we know? Raise your hand. (Answer: There is no 'like' or 'as'.)
3. Read the sentences. Pupils listen and repeat.
4. Check pupils' understand the meaning of any new words.
5. **Say:** Work in pairs. Read each sentence. Decide which 2 things are being compared. You have 4 minutes.
6. Have pupils volunteer to point out the 2 things being compared in each sentence. (Answers: fur/blanket, fireworks/lantern, Mariam/pie, Ismael/lightning, teacher's voice/velvet, Sara/fish)
7. **Ask:** What is a simile? Raise your hand to answer. (Answer: A simile compares 2 things using 'like' or 'as'.)

Guided Practice (11 minutes)

1. Point to the first sentence on the board: The cat's fur was a blanket of warmth.
2. **Ask:** How can we change the metaphor to make a simile? Think for a minute. Raise your hand to answer.
3. Write the answers on the board. (Answers; The cat's fur was like a blanket of warmth / The cat's fur was as warm as a blanket.)
4. Explain that when we use 'like', we need a noun afterwards. When we use 'as ... as', we need an adjective between 'as' and 'as'.
5. Point to the second sentence on the board: The fireworks were a lantern in the sky.
6. **Ask:** How can we change the metaphor to make a simile? Think for a minute. Raise your hand to answer.

7. Listen to pupils' suggestions. Ask pupils for an adjective to describe fireworks or a lantern. (Answer: bright)
8. Write the answers on the board. (Answers: The fireworks were like a lantern in the sky / The fireworks were as bright as a lantern in the sky.)
9. Point to the third sentence on the board: Mariama is a sweet pie.
10. **Ask:** How can we change the metaphor to make a simile? Think for a minute. Raise your hand to answer.
11. Write the answers on the board. (Answers: Mariama is like a sweet pie / Mariama is as sweet as a pie.)
12. Read the similes. Pupils listen and repeat.

Independent Practice (10 minutes)

1. Point to the final 3 sentences on the board.
2. **Say:** Work in pairs. Write sentences with similes in the place of metaphors. You have 8 minutes.
3. Have pupils to volunteer to read their sentences. (Answers: d. Ismael is like lightening when he runs / Ismael is as fast as lightening when he runs. e. My singing teacher's voice is like velvet / My singing teacher's voice is as smooth as velvet. f. Sara is like a fish when she swims / Sara swims like a fish.)

Note: Making similes with 'as .. as' may be difficult for pupils. They must first understand the associated adjectives: lightning-fast, velvet-smooth)




Closing (2 minutes)

1. **Say:** Think of some metaphors or similes we have in our local languages. Ask your parents and family for examples to share in class.

SENTENCES

- a. The cat's fur was a blanket of warmth.
- b. The fireworks were a lantern in the sky.
- c. Mariama is a sweet pie.
- d. Ismael is lightning when he runs.
- e. My singing teacher's voice is velvet.
- f. Sara is a fish when she swims.

Lesson Title: Literary Devices: Metaphors and Similes	Theme: Descriptive Writing	
Lesson Number: L-05-125	Class/Level: Class 5	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use similes and metaphors in descriptive sentences.	 Teaching Aids 1. Song at the end of the plan. 2. Message at the end of the plan.	 Preparation 1. Write the song at the end of the plan on the board. 2. Write the message at the end of the plan on the board.
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Opening (4 minutes)

1. **Ask:** Did you ask your parents if they know any metaphors or similes in our local languages? Do you want to share any? Raise your hands.
2. **Say:** One of my favourite metaphors is 'You are the sunshine of my life.'
3. Write the metaphor on the board.
4. **Ask:** Have you heard it before? What are the 2 things being compared? (Answer: A person is being compared to sunshine.)
5. Tell pupils that today they will write a short message to someone they care about using metaphors and similes.

Introduction to the New Material (10 minutes)

1. **Say:** Today we will learn how to use similes and metaphors to make sentences more interesting.
2. Point to the title of the song on the board. **Say:** Raise your hand if you think this will be a happy song. **Say:** Raise your hand if you think this will be a sad song. (Answer: It is a happy song. We know this by the positive first line.)
3. **Say:** Close your eyes and listen to the words of the song. Count the metaphors and similes.
4. Read the song 2 times.
5. **Ask:** How many metaphors did you hear? Raise your hand to answer. (Answer: 2)
6. **Ask:** Can you say them? Raise your hands. (Answer: You are my sunshine. You are my light.)
7. **Ask:** How many similes did you hear? Raise your hand to answer. (Answer: 1)
8. **Ask:** What is it? (Answer: Like a beam so bright)
9. Explain that we can say 'a ray of sunlight' or 'a beam of sunlight'.
10. **Ask:** Who do you think the singer is singing about? (Example answers: someone he/she loves, his wife/her husband, his/her son or daughter, a friend)

Guided Practice (7 minutes)

1. Point to the message on the board. **Say:** This is a short message to my mother.
2. Read the message slowly and clearly.
3. Read the message again. Pupils listen and repeat each sentence.
4. **Ask:** What special day do you think it is? What is the missing word, happy ...? Raise your hand to answer. (Answer: Happy Mother's Day, Happy birthday)
5. Explain the meaning of any new words.

6. Point to the second sentence. **Ask:** What is in the second sentence, a metaphor or a simile?
7. Raise your hand to answer. (Answer: simile)
8. Point to the fourth sentence. **Ask:** What is in the fourth sentence, a metaphor, a simile, or both?
9. (Answer: Both. As wise as an owl is a simile. Your voice is music to my ears' is a metaphor.)

Independent Practice (10 minutes)

1. **Say:** Work alone. Write a thank you message to your mother or father on a special day. Include 1 metaphor and 1 simile. You have 10 minutes.

Closing (4 minutes)

1. Have pupils volunteer to read their message. Talk about their writing. **Say:** That is a good simile/metaphor. That is a beautiful message.
2. Ask the other pupils if they heard any similes or metaphors.

SONG

You are my sunshine,
 You are my light.
 You are my sunshine,
 You shine so bright.

When I feel so low,
 You make me glow.




When I feel down,
 You are around.

You are my sunshine,
 You are my light.
 You are my sunshine,
 Like a beam so bright

MESSAGE

Happy _____, mummy. I wanted to say thank you for being a great mother.
 You are like an angel.
 You always make me feel loved and protected.
 You are as wise as an owl and your voice is music to my ears.
 Have a lovely day.
 Your loving daughter

Lesson Title: Questioning	Theme: Structure in Writing	
Lesson Number: L-05-126	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to ask questions to clarify information.</p>	 <p>Teaching Aids 1. Drawing of an elephant on the board 2. Story at the end of the plan 3. Questions at the end of the plan</p>	 <p>Preparation 1. Draw a picture of an elephant on the board. 2. Write the story at the end of the plan on the board. 3. Write the questions at the end of the plan on the board.</p>
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Opening (2 minutes)

1. Point to the picture of the elephant on the board. Ask pupils to tell you some words to describe an elephant.
2. **Write** their words on the board. (Example answers: huge, big, grey, trunk, tusks, wild)
3. Tell pupils that today they are going to read a story about six blind men and an elephant. Check that pupils understand that 'blind' means not able to see.

Introduction to the New Material (14 minutes)

1. **Say:** I am going to read you a story about six blind men and an elephant. Listen and read.
2. Read the story. Pupils listen and read.
Read the story again. Pupils listen and read.
3. Point to the 5 questions on the board. Tell pupils that these are questions they should ask in class to help them to understand better.
4. Point to the first question. Read the question. Pupils listen and repeat.
5. **Ask:** What is this question asking? Raise your hand to answer. (Answer: the meaning of a word)
6. Read the question again. Pupils listen and repeat.
7. Point to the second question. Read the question.
8. **Ask:** What is this question asking? Raise your hand to answer. (Answer: how to say a word)
9. Read the question again. Pupils listen and repeat.
10. Point to the third question. Read the question.
11. **Ask:** What is this question asking? Raise your hand to answer. (Answer: the spelling/writing)
12. Read the question again. Pupils listen and repeat.
13. Point to the fourth question. Read the question.
14. **Ask:** What is this question asking? Raise your hand to answer. (Answer: to say something again)
15. Read the question again. Pupils listen and repeat.
16. Point to the fifth question. Read the question.
17. **Ask:** What is this question asking? Raise your hand to answer. (Answer: to use other words to help them understand better)
18. Read the question again. Pupils listen and repeat.

Guided Practice (9 minutes)

1. Point to the word 'trunk'. **Ask:** What does 'trunk' mean? Raise your hands.

2. Guide pupils to say that it is an elephant's nose. It is very long.
3. **Ask:** Can you spell 'trunk', please? Raise your hands. Have a pupil spell the word.
4. **Ask:** Can you repeat that, please? Raise your hands. Have a pupil repeat the spelling.
5. Point to the word 'touch'. **Ask:** How do you pronounce this word? Pupils say the word.
6. Have a pupil come to the board, point to a word and ask the same question.
7. Point to the sentence 'He told them they were not very clever.' **Ask:** Can you explain this sentence, please?
8. Guide pupils to explain that an old intelligent man said they were not intelligent.
9. Have pupils volunteer to come to the board and ask you questions about the words and sentences in the story.

Independent Practice (8 minutes)

1. **Say:** Work with a partner. Read the story together. Ask and answer the questions on the board about the words and sentences in the story. You have 7 minutes.
2. Listen to pupils as they ask questions about the words and sentences in the story.

Closing (2 minutes)

1. Ask pupils which questions they have learned today.
2. Ask pupils why it is important to ask questions when they do not understand.

TRADITIONAL STORY: SIX BLIND MEN AND THE ELEPHANT

Once upon a time there were six blind men who lived in a small town. They all thought they were very clever. One day an elephant arrived in the town. The blind men could hear and smell the elephant, but did not know what this animal was. Each man decided to touch the animal to find out.




The first man touched the elephant's body. He decided that the elephant was like a wall because the elephant's body was hard and big. The second man touched the elephant's trunk. He decided that the elephant was like a snake because its trunk was long and rough. The third man touched one of the elephant's tusks. He decided that the elephant was like a spear because its tusk was sharp. The fourth man decided the elephant was like a fan because its ear was thin and moved. The fifth man decided the elephant was like a rope because its tail felt long and strong. The sixth man decided the elephant was like a tree because its leg felt thick and round.

While they were arguing about what the elephant was, a wise old man was listening nearby. He told them they were not very clever. He told them that they had only touched one part of the animal and not the whole animal, so each of the men was right but all of them were wrong. An elephant is an elephant.

QUESTIONS

1. What does the word mean?
2. How do you pronounce this word?
3. Can you spell it, please?
4. Can you repeat that, please?
5. Can you explain this sentence, please?

Lesson Title: Story Telling: Planning	Theme: Structure in Writing	
Lesson Number: L-05-127	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to plan a short story with multiple characters.</p>		<p>Teaching Aids 1. Story at the end of the plan. 2. Storyboard at the end of the plan.</p>		<p>Preparation 1. Write the story at the end of the plan on the board. 2. Write the storyboard at the end of the plan on the board.</p>
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Opening (1 minute)

1. **Say:** Raise your hand if you remember story about the Six Blind Men and the Elephant.
2. **Ask:** Did you like the story? Why? Why not? Raise your hand to answer.

Introduction to the New Material (12 minutes)

1. **Say:** Today we will learn how to plan a short story with lots of different characters. First, we are going to listen to the story of the six blind men and the elephant again.
2. Read the story 2 times. Pupils listen and read.
3. Tell pupils you are going to ask them some questions about the story. Tell them to use the story on the board to help them answer.
3. **Ask:** Where does the story take place? Raise your hands. (Answer: in a small village)
4. **Ask:** How many characters are there in the story? Raise your hand to answer. (Answer: 8 - 6 blind men, the elephant, the wise old man)
5. **Ask:** What is the story about? Raise your hands. (Answer: 6 blind men and an elephant)
6. **Ask:** What happens in the story? Raise your hands. (Answer: The blind men each touch a different part of the elephant and decide what it is.)
7. **Ask:** What happens in the end? Raise your hands. (Answer: a wise old man tells them they are not clever because they only touched one part. An elephant is an elephant.)
8. **Say:** Now we can plan our own short story with different characters.

Guided Practice (9 minutes)

1. **Say:** First, we need to decide to what our story is about.
2. **Ask:** What is our story about? Raise your hand to answer.
3. Write pupils ideas on the board.
4. **Say:** Second, we need to decide about the setting of the story.
5. **Ask:** Where will the story be? Raise your hand to answer.
6. Write pupils ideas on the board.
7. **Say:** Next, we need to decide how many characters there are in our story.
8. **Ask:** How many characters shall we have? They can be people or animals. Raise your hand to answer.
9. Write the number of characters on the board. Make sure there are not more than 4 characters.
10. **Say:** Now, we need to decide to give our characters some names.
11. **Ask:** What shall we call our characters? Raise your hand to answer.

12. Write pupils ideas on the board.
13. **Say:** Now, we need to decide what happens in the story.
14. **Ask:** What happens in our story? Raise your hand to answer.
15. Write pupils ideas on the board.

Independent Practice (12 minutes)

1. Point to the board. **Say:** We have lots of ideas for our story.
2. **Say:** Work in pairs. Plan your story. You can use the ideas on the board or you can use your own ideas.
3. Point to the story board. **Say:** Use the story board to help you. You have 10 minutes.
4. Have pairs volunteer to share their story plan with the rest of the class. Give them feedback. For example, you can say, "Those are good names. That is a good setting for a story."

Closing (1 minute)

1. Ask pupils if they enjoyed using their imagination to plan the story. Tell pupils to think more about the characters in the story and what happens to them.

TRADITIONAL STORY: SIX BLIND MEN AND THE ELEPHANT

Once upon a time there were six blind men who lived in a small town. They all thought they were very clever. One day an elephant arrived in the town. The blind men could hear and smell the elephant, but did not know what this animal was. Each man decided to touch the animal to find out.




The first man touched the elephant's body. He decided that the elephant was like a wall because the elephant's body was hard and big. The second man touched the elephant's trunk. He decided that the elephant was like a snake because its trunk was long and rough. The third man touched one of the elephant's tusks. He decided that the elephant was like a spear because its tusk was sharp. The fourth man decided the elephant was like a fan because its ear was thin and moved. The fifth man decided the elephant was like a rope because its tail felt long and strong. The sixth man decided the elephant was like a tree because its leg felt thick and round.

While they were arguing about what the elephant was, a wise old man was listening nearby. He told them they were not very clever. He told them that they had only touched one part of the animal and not the whole animal, so each of the men was right but all of them were wrong. An elephant is an elephant.

STORYBOARD

Theme	Setting	Characters	Events
			Ending

Lesson Title: Story Telling: Telling a Story	Theme: Structure in Writing	
Lesson Number: L-05-128	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to tell a short story with multiple characters.</p>		<p>Teaching Aids Outline at the end of the plan</p>		<p>Preparation Write the outline at the end of the plan on the board.</p>
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Opening (2 minutes)

1. **Say:** Raise your hand if you can tell me what we did last lesson. (Answer: planned a short story)
2. **Say:** Yes, we planned a short story with different characters.
3. Tell pupils that today they are going to write and tell their stories.

Introduction to the New Material (7 minutes)

1. Point to the outline on the board.
2. **Say:** First, the story teller will tell us something about the story, the characters and the setting.
3. **Say:** Raise your hand if you can tell the class what your story is about. Have a pupil say what their story is about.
4. Write the pupil's idea on the board.
5. **Say:** Raise your hand if you can tell the class what your setting is, where the story happens. Have a pupil say what their setting is.
6. Write the pupil's idea on the board.
7. **Say:** Raise your hand if you can tell the class about your characters and their names. Have a pupil tell you about the characters.
8. Write the pupil's idea on the board.
9. **Say:** Raise your hand if you can tell the class what happens in your story. Have a pupil say what happens in their story.
10. Write the pupil's idea on the board.
11. **Say:** Raise your hand if you can tell the class what how the story ends. Have a pupil say what their ends.
12. Write the pupil's idea on the board.
13. **Say:** Now you are ready to write your story. Point to the outline on the board.
14. **Say:** The story teller will start and finish the story. Each character in your story will say 1 sentence.

Guided Practice (15 minutes)

1. **Say:** Work in pairs and write your story. Use the outline on the board. Use the plan you made in the last lesson or use the ideas on the board. You have 14 minutes to write your story.
2. Walk around and help pupils who are having difficulties.

Independent Practice (10 minutes)

1. **Say:** Now you are going to practice reading your story. Decide who the story teller is. The other pupil will be all the characters. Use different voices for each character.
2. Remind pupils to pay attention to punctuation and to read fluently.
3. **Say:** It is your story. You know your characters well.
4. Give pupils 7 minutes.
5. Walk around and listen to pairs telling their stories. Help pupils with their pronunciation.
6. Have 2 or 3 pairs volunteer to read their stories to the class.

Closing (1 minute)

1. **Say:** Tell your story to your family and friends. Ask them what they think of your story.
2. Praise pupils for their hard work.

OUTLINE

Story teller:

Character 1:




Character 2:

Character 3:

Character 4:

Story teller:

Lesson Title: Analogies	Theme: Structure in Writing	
Lesson Number: L-05-129	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify an analogy and explain what it means.</p>	 <p>Teaching Aids None</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Draw on the board: a hand, a glove, a foot and some socks. Above the pictures, write: Hand is to glove as foot is to sock. 2. Draw on the board: a snowy mountain, a fire, a full bottle of water and an empty bottle of water. Above the pictures, write: Cold is to hot as wet is to dry. 3. Write the practice analogies on the board: <ol style="list-style-type: none"> a. In is to out as up is to b. Three is to triangle as four is to c. Knife is to cut as pen is to
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Opening (3 minutes)

1. Put your finger on your lips and wait until pupils are quiet. **Say:** You are as quiet as a mouse. What is happening today? Usually you are as loud as thunder.
2. **Ask:** What did I compare you to? Raise your hand. (Answer: a mouse and thunder)
3. **Ask:** Are these similes or metaphors? Raise your hand. (Answer: similes)
4. Tell pupils that today they will be learn more comparisons.

Introduction to the New Material (10 minutes)

1. Point to the pictures on the board: a hand, a glove, a foot and socks.
2. **Say:** Hand is to glove as foot is to sock. A hand wears a glove. A foot wears a sock.
3. Point to the pictures on the board: a snowy mountain, a fire, a full bottle of water and an empty bottle of water.
4. **Say:** Cold is to hot as wet is to dry. Cold is the opposite of hot. Wet is the opposite of dry.
5. **Ask:** What are cold and hot? Raise your hand to answer. (Answer: opposite words/antonyms)
6. **Ask:** What are wet and dry? Raise your hand to answer. (Answer: opposite words/antonyms)
7. Write on the board: High is to low as near is to _____.
8. **Say:** Raise your hand if you know what word is missing? (Answer: far)
9. **Ask:** What are near and far? Raise your hand to answer. (Answer: opposite words/antonyms)
10. **Say:** These are called analogies. They are sentences which compare things that have a relationship. They are useful to help us learn new words. Analogies can compare things which are similar - like parts of the body (point to the pictures of the hand, glove, foot and socks). They

can also compare things which are different (point to the pictures of the mountain, fire, water and no water).

Guided Practice (10 minutes)

1. Write this analogy on the board: Tall is to short as big is to ...
2. **Say:** Raise your hand if you know what word is missing? (Answer: small)
3. Write this analogy on the board: Doctor is to hospital as teacher is to ...
4. **Say:** Raise your hand if you know what word is missing? (Answer: school)
5. Write this analogy on the board: Bird is to fly as fish is to ...
6. **Say:** Raise your hand if you know what word is missing? (Answer: swim)
7. Write this analogy on the board: Tall is to short as big is to ...
8. **Say:** Raise your hand if you know what word is missing? (Answer: small)
9. Write this analogy on the board: Doctor is to hospital as teacher is to ...
10. **Say:** Very good. These are all analogies. Sometimes the comparison is between similar things. Sometimes the comparison is because the things are different or opposite.




Independent Practice (10 minutes)

1. Point to the practice analogies on the board:
 - In is to out as up is to
 - Three is to triangle as four is to
 - Knife is to cut as pen is to
2. Put pupils in pairs.
3. **Say:** Decide what the missing word in each analogy is. Copy and complete the sentence. You have 5 minutes.
4. Have pupils volunteer to come to the board to complete the analogies. Ask the other pupils if their answer is correct or not. (Answers: down, square, write)

Closing (2 minutes)

1. **Say:** Tall is to short as big is to ... Pupils complete the analogy.
2. **Say:** Toe is to foot as finger is to ... Pupils complete the analogy.
3. Tell pupils that if they know the relationship between words they can work out the meaning of new words.
4. Praise pupils for their hard work.

Lesson Title: Indefinite Pronouns	Theme: Structure in Writing	
Lesson Number: L-05-130	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to compose sentences using indefinite pronouns and nouns.</p>	 <p>Teaching Aids 1. Table at the end of the plan 2. Text (and answers) at the end of the plan</p>	 <p>Preparation 1. Write on the board: Everybody is enjoying the festival. I opened the door but there no one was at home. It was a very foggy day. I could see something but I am not sure what it is. 2. Write the table at the end of the plan on the board. 3. Write the text at the end of the lesson plan on the board (not the answers).</p>
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Opening (1 minute)

1. Look around the classroom. **Ask:** Is everyone here today?
2. Write the question on the board. Underline 'everyone'.
3. Tell pupils that today they we will learn how to write sentences about people or things without saying exactly who they are.

Introduction to the New Material (10 minutes)

1. Point to the board. **Say:** Read the table. These are words you already know and use in every day English. They are called indefinite pronouns.
2. Write 'Indefinite Pronouns' on the board. **Say:** We use indefinite pronouns to talk about people or things without saying exactly who or what they are. They are very useful words.
3. **Ask:** When do we use pronouns which end in 'body' or 'one'. For example, somebody and no one? Raise your hand to answer. (Answer: for people)
4. **Ask:** When do we use and pronouns ending in 'thing'. For example something and nothing? Raise your hand to answer. (Answer: for things)
5. Point to the sentences and read them out: Everybody is enjoying the festival. I opened the door but there no one was at home. It was a very foggy day. I could see something but I am not sure what it is.
6. Underline 'everybody', 'no one' and 'something'. **Say:** 'Everyone' or 'everybody' or 'everything' means all.
7. **Say:** 'No one' or 'nobody' or 'nothing' means none or zero.
8. **Say:** 'Someone' or 'somebody' or 'something' means at 1 person or thing. We do not say a name.
9. Underline the verbs 'is' and 'was'. **Say:** We use a singular verb with 'everybody' and 'was'.

Guided Practice (10 minutes)

1. Write on the board: All the pupils are here. ___ is here.

2. **Say:** Raise your hand if you know the missing word. Have a pupil come to the board and write the missing word. (Answer: Everyone/Everybody)
3. Write on the board: No pupils are here. ___ is here.
4. **Say:** Raise your hand if you know the missing word. Have a pupil come to the board and write the missing word. (Answer: No one/Nobody)
5. Write on the board: All the schools, shops and offices are closed. ___ is closed.
6. **Say:** Raise your hand if you know the missing word. Have a pupil come to the board and write the missing word. (Answer: Everything)
7. Write on the board: No schools, shops or offices are open. ___ is open.
8. **Say:** Raise your hand if you know the missing word. Have a pupil come to the board and write the missing word. (Answer: Nothing)
9. Write on the board: Do you have a pen? I need to write ___.
10. **Say:** Raise your hand if you know the missing word. Have a pupil come to the board and write the missing word. (Answer: something)
11. Point to the verb change from plural to singular in the sentences above.

Independent Practice (12 minutes)

1. Point to the text on the board.
2. **Say:** Work in pairs. Copy the text in your exercise books. Rewrite the underlined words using an indefinite pronoun. Do not forget to change the verb if necessary. You have 10 minutes.
3. Have pupils volunteer to come to the board and change the underlined words and the verb if necessary. Ask the other pupils to check if the answers are correct. (Answer: There are 50 pupils in the class. Yesterday everybody/everyone was present. Today 49 pupils are in the class, so someone/somebody is absent. Tomorrow no one/nobody will be in class because it is a public holiday. Everything will be closed. Everyone/Everybody is happy because it is a holiday. Next week everyone/everybody will have a test! I hope no one/nobody fails.)

Closing (2 minutes)

1. **Say:** Close your exercise books and close your eyes.
2. **Ask:** When do we use 'somebody' and 'someone'? Raise your hand. (Answer: for people)
3. **Ask:** When do we use 'something'? Raise your hand to answer. (Answer: for things)




INDEFINITE PRONOUN TABLE

somebody	someone	something
nobody	no one	nothing
everybody	everyone	everything

TEXT

There are 50 pupils in the class. Yesterday 50 pupils were present. Today 49 pupils are in the class, so 1 pupil is absent. Tomorrow 0 pupils will be in class because it is a public holiday. All the schools, shops and offices will be closed. All the pupils are happy because it is a holiday. Next week all the pupils will have a test! I hope no pupils fail.

Lesson Title: Good Listener	Theme: Speaking and Listening	
Lesson Number: L-05-131	Class/Level: Class 5	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to name and use skills of a good listener.		Teaching Aids Message at the end of the plan		Preparation None
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Opening (4 minutes)

- Say:** Stand up! We are going to play a game – Head, Shoulders, Knees. When I say ‘head’ everyone must touch their head, when I say ‘shoulders’ everyone must touch their shoulders and when I say ‘knees’ everyone must touch their knees. Listen carefully and follow.
- Repeat the words ‘head’, ‘shoulder’, and ‘knees’ in a random order. Increase and decrease the speed of the instructions. Pupils have to listen and touch the correct part. If they touch the wrong part, they must sit down.
- Play till time permits.
- Tell pupils that today they are going to learn how to become better listeners.

Introduction to the New Material (12 minutes)

- Say:** I am going to give you directions to a restaurant so that you can try the cassava bread, fried fish and okra soup. Listen carefully and write the directions in your exercise books.
- Read the directions slowly and clearly:
 - Start in the town centre.
 - Turn right at the main road.
 - Then turn first left at the traffic lights.
 - Go straight ahead until you reach the shop.
 - The restaurant is next to the mobile phone shop.
- Ask:** Where did we start? Raise your hands. (Answer: in the town centre)
- Say:** I will read them again. Listen carefully and check your directions.
- Read the directions again.
- Say:** Work in pairs. Compare your directions. Are they the same?
- Give pupils 2 minutes.
- Say:** Close your books.
- Say:** Raise your hand if you can tell me the first direction.
- Repeat for all the directions, asking pupils if they can recall them one by one.
- Say:** We can use strategies to improve our listening. There are many strategies. Today we listened carefully, checked our general understanding at the start, listened again for details, and compared answers with our partner.
- Ask:** Did you do anything else to help your listening? Raise your hand to answer. (Example answer: asking questions, counting, imagining.)

Guided Practice (8 minutes)

1. **Say:** Imagine you are listening to a phone message from a friend. Your friend is changing his plans for the weekend. There is a problem and you cannot hear some of the words clearly. Listen carefully and answer this question: What time are you meeting?
2. Write the question on the board.
3. Turn your back on the class so they cannot see your face. Read the message at the end of the lesson plan.
4. **Say:** Raise your hands if you heard the new time you are meeting (Answer: 5 o'clock)
5. **Say:** Listen again. Who is paying?
6. Read the message again.
7. **Say:** Raise your hands if you heard who is paying. (Answer: your friend)
8. **Say:** When you are listening for details you can use a strategy where you listen only for that information. This is useful when you will only hear the message once or when you need the information quickly.

Independent Practice (9 minutes)

1. Put pupils in pairs.
2. **Say:** Give each other directions from your house to your favourite place. Use the directions I read to you to help you with the language. Listen to your partner and draw the map from their house to your partner's favourite place. You have 8 minutes.
3. If possible, walk around and listen to pupils.
4. **Ask:** Did you find this activity difficult? Why? Why not? Listen and comment.




Closing (2 minutes)

1. **Ask:** What do you think is the best strategy for listening? Raise your hand to answer. (Example answers: concentrating, asking for more information, knowing the topic)
2. Praise pupils for their hard work.

MESSAGE

Hello my friend. I hope you are okay. I'm sorry to say that I have to change the plans for Saturday. Let's go to the café in the town centre. I have some birthday money so I will pay. I hope you don't mind if we go at 5 o'clock instead of 4 o'clock. I need to get home by 8 o'clock so let's take the bus home.

Lesson Title: Good Speaker	Theme: Speaking and Listening	
Lesson Number: L-05-132	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to name and use skills of a good speaker.</p>	 <p>Teaching Aids Chair at the front of the class</p>	 <p>Preparation 1. Place a chair at the front of the room facing the pupils. 2. Write 'Hobbies' on the board.</p>
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Opening (3 minutes)

1. **Say:** We are going to play a game.
2. Have a pupil volunteer to come to the front of the class.
3. **Say:** Sit in this hot seat facing the class. You have 30 seconds to talk about the topic 'hobbies' in any language.
4. **Say:** I am sure that was not easy. Well done!
5. Tell pupils that today they will learn how to become better speakers.

Introduction to the New Material (10 minutes)

1. **Say:** Raise your hand if you think you are a good speaker.
2. **Ask:** Can you think of a good speaker from Sierra Leone; a famous person or someone in your community? Raise your hand to answer.
3. **Ask:** What makes that person a good speaker?
4. Write pupils' ideas on the board.

Check the list below is on the board. If not **write** the points on the board:

- Interesting and relevant topic
 - Prepare before you speak
 - Know what you are going to speak about
 - Good use of language
 - Clear voice
 - Do not speak too fast or too slow
 - Eye contact (looks at the listener)
 - Look and sound confident
5. **Say:** These are all qualities that we think a good speaker should have.
 6. Read the list. Pupils listen and read.
 7. **Say:** Write the qualities of a good speaker in your exercise books. You have 3 minutes.
 8. **Ask:** Do you think a good speaker also has to be a good listener? Raise your hand to answer.
 9. **Say:** Listening and speaking work together. For example, when you work in pairs you have to listen and speak to each other.

Guided Practice (10 minutes)

1. Write these topics on the board: holidays, music, sports, school, reading, celebrations

2. **Say:** Work alone. Imagine you are going to give a presentation. You can choose 1 of these topics. You need to talk for 1 minute. Prepare what you will say. You can make notes.
3. Give pupils 6 minutes to think and make notes.
4. Have a pupil volunteer to come to the front of the class. Ask the pupil to introduce him/herself. Ask the pupil to tell the class what they are going to speak about.
5. Listen and give feedback on fluency and accuracy. Ask the class to give the pupil a clap.




Independent Practice (10 minutes)

1. **Say:** Work in pairs. Take it in turns to speak for 1 minute about your topic. Look at the qualities of a good speaker on the board. Listen carefully and at the end tell them what they can do to improve.
2. After 2 minutes, **say:** Work with a new partner. Repeat the activity. Think about the feedback from your partner. For example: if they said you spoke too quickly, try to speak more slowly this time. You have one minute each. Begin!
3. After 2 minutes, **ask:** What do you think is the most important quality of a good speaker? Listen to pupils' answers. There are no right or wrong answers.

Closing (2 minutes)

1. **Say:** Try to listen to people around you at school, at home, on the TV and radio. Do they have good speaker qualities? What are they? Raise your hand to answer.
2. Praise pupils for their hard work.

Lesson Title: Speech: Puns, Jokes, Analogies	Theme: Speaking and Listening	
Lesson Number: L-05-133	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to create and use puns, jokes and analogies.</p>		<p>Teaching Aids Jokes at the end of the plan</p>		<p>Preparation Write the jokes at the end of the plan on the board.</p>
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Opening (3 minutes)

1. Point to the joke on the board. Tell pupils that you will read the part of the teacher. They will read the part of the pupil.
2. **Say:** Knock, knock. Pupils answer: Who's there? **Say:** I am. Pupils say: I am who?
Say: You do not know who you are?
3. Ask pupils if they understand the joke. Ask them if they think it is funny.
4. Tell pupils that today they will learn how to tell jokes, puns and analogies. These are all things that make us laugh.

Introduction to the New Material (8 minutes)

1. **Say:** Jokes can be about any subject. They can be about people, food, the world, anything and everything. They can be long or short.
2. Write on the board: Why did the letter smell? Because it was scent.
3. Point to the word 'scent.'
4. **Ask:** Is this spelling correct? Raise your hands. (Answer: No, it should be spelt 'sent' not 'scent'.)
5. **Ask:** Do the words 'sent' and 'scent' sound the same? (Answer: yes)
6. Explain this joke is an example of a pun. The words have the same sound but different meanings.
7. Write on the board: He is the senior teacher. He is over 70!
8. **Say:** 'Senior' has 2 different meanings. It can mean someone over the age of 65. It can also mean someone who has an important position. This is another example of a pun. The word has 2 meanings.
9. **Say:** We can use words very creatively to make jokes or to make someone laugh. We can play with words and we can use analogies. Remind pupils that an analogy is when we compare 2 things which have a connection to each other.

Guided Practice (8 minutes)

1. Point to the first joke on the board. **Say:** Read the joke.
2. Give pupils time to read and think.
3. **Ask:** What is the analogy? What 2 things are compared? Raise your hands. (Answer: night, star)
4. Point to the second joke on the board. **Say:** Read the joke.
5. Give pupils time to read and think.
6. **Ask:** Why is this funny? Raise your hands. (Answer: There is a comparison between the way a snake sounds and the first syllable of the word 'history'.)

7. Point to the third joke on the board. **Say:** Read the joke.
8. Give pupils time to read and think.
Ask: Why is this funny? Raise your hands. (Answer: There is a play on the words 'nose' and 'smell'. If the dog has no nose, the dog cannot physically smell, but others can smell the dog.)

Independent Practice (14 minutes)

1. Put pupils in pairs. **Say:** Read the fourth joke. Decide what the joke is and why it is funny.
2. Give pupils 3 or 4 minutes.
3. Have different pupils volunteer to share their ideas.
4. **Say:** Now work in pairs. Write a joke. It can be a joke that you and your partner create or it can be a joke that you have heard recently and want to share.
5. Give pupils 5 minutes.
6. Have pupils volunteer to share their jokes.

Closing (2 minutes)

1. **Say:** Tell your favourite joke to your friends and family. Ask them if they know any good jokes.

JOKES

Teacher: Knock, knock.

Pupils: Who's there?

Teacher: I am.

Pupils: I am who?

Teacher: You do not know who you are.

What fish swims at night?

A star fish.

What is a snake's favourite school subject?

Hissstory

My dog has no nose.




How does it smell?

Horrible.

How many letters are there in the alphabet?

11! 3 in 'the' and 8 in 'alphabet'.

Lesson Title: Identification	Theme: Speaking and Listening	
Lesson Number: L-05-134	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify areas of strength and weaknesses.</p>	 <p>Teaching Aids Questions and sentence starters at the end of the lesson</p>	 <p>Preparation 1. Write the questions at the end of the plan on the board. 2. Write the sentence starters at the end of the plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you remember I asked you to find good speakers at home? Who did you find? How do you think they became good speakers? Raise your hands to answer.
2. **Say:** Practice makes perfect. We become good at something when we do it lots of times.
3. Tell pupils that today they will identify what they are good at and what they need to improve.

Introduction to the New Material (10 minutes)

1. Read these questions from the board:
 - What do you enjoy doing in class?
 - What do you dislike doing?
 - What areas of English do you want to improve?
 - Do you prefer to work alone or in pairs?
 - Do you prefer listening to the teacher or doing activities?
 - Do you prefer listening, speaking, writing or reading?
2. Check pupils understand the words (e.g. prefer means to like more, dislike means not like)
3. Put pupils in pairs. **Say:** Ask each other the questions. You have 4 minutes.
4. **Say:** It is important to understand what we like and dislike. It helps us understand why we are good at some things and need to improve other things.
5. Ask pupils what they can do to improve their English.
6. Write their ideas on the board.
7. If pupils do not have any ideas, use the example answers and write them on the board. (Example answers: read more stories, listen to the radio, practice writing sentences at home, keep vocabulary lists)

Guided Practice (10 minutes)

1. **Say:** Think about your English. Think about what you are good at. Think about what you need to improve. Think about what you like. Think about what you dislike. Think about ways to improve. Make some notes. You have 5 minutes.
2. Put pupils in pairs. **Say:** Tell your partner. Use your notes to help you. When you finish speaking, ask for your partner's opinion. Does your partner agree or disagree.
3. Give pupils 4 minutes.

Independent Practice (10 minutes)

1. Read the sentence starters from the board:
 - I am good at ...
 - I am not very good at ...
 - I enjoy ...
 - I dislike ...
 - I need to improve ..
 - In future, I will ...
2. Ask pupils to complete the sentences on the board. Tell them to use the notes they made. Tell them to think about their discussion with their partner.
3. Give pupils 8 minutes.
4. Have some pupils volunteer to read one of their sentences to the class. Encourage other pupils to ask questions.

Closing (2 minutes)

1. Tell pupils to think about what they have talked about today. Tell them to think about ways to improve the things they are not very good at.
2. Ask pupils if they have learned something about themselves today.
3. Praise pupils for their hard work.




QUESTIONS

- a. What do you enjoy doing in class?
- b. What do you dislike doing?
- c. What areas of English do you want to improve?
- d. Do you prefer to work alone or in pairs?
- e. Do you prefer listening to the teacher or doing activities?
- f. Do you prefer listening, speaking, writing or reading?

SENTENCE STARTERS

- a. I am good at ...
- b. I am not very good at ...
- c. I enjoy ...
- d. I dislike ...
- e. I need to improve ...
- f. In future, I will ...

Lesson Title: Improving Skills	Theme: Speaking and Listening	
Lesson Number: L-05-135	Class/Level: Class 5	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify skills for improving areas of weaknesses.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** This week I have to speak at the School Assembly. I do not like giving speeches, I get nervous. This is one of my weaknesses. I am sure that many of you also do not like speaking in public. We can work together to find ways to improve this weakness.
2. Tell pupils that today they will think of ways to improve the things they are not good at.

Introduction to the New Material (10 minutes)

1. **Ask:** What can I do to help me be less nervous? How can I improve giving speeches? Raise your hands.
2. **Say:** Planning a speech or a talk is very important and very useful. If you plan what you are going to say, you will be less nervous. Practising is also very useful. If you practise, you will be less nervous and improve.
3. Write on the board: Topics for a Speech.
4. **Ask:** Can you help me with ideas for a topic for a speech? Raise your hand to answer. (Example answers: my favourite football team, my favourite story book, what I did in my summer vacations, things I would do to improve this school)
5. Show pupils different ways of making notes of ideas on the board. For example, writing the topic in a circle in the middle and noting ideas around the circle, or making a list.
6. **Say:** Work in pairs. Think of and note down your ideas. You have 5 minutes.
7. Have pairs share their ideas and write 2 or 3 ideas on the board.
8. **Say:** We are going to vote for the topic. Raise your hand if you like the topic.
9. Point to the first topic. **Say:** Raise your hand if you like this topic.
10. Count the number of votes.
11. Repeat for the other topics on the board.
12. The topic with the most votes is the winner.

Guided Practice (12 minutes)

1. **Say:** A speech must have a beginning, middle and end. For example I can begin:
Good morning. My name is ... Today I am going to talk about
2. Write the sentences above on the board.
3. **Say:** This is the introduction.
4. **Say:** Work in pairs. Use the sentences on the board to write the introduction. Then write the middle and end of my speech. Make the speech short. You only need to write 3 or 4 sentences. You have 8 minutes.

5. If you can, walk around and help pupils if necessary.




Independent Practice (10 minutes)

1. **Say:** Work in the same pairs. Take turns to practice reading aloud the speech. Think about how you speak, not too slow or too fast. Remember your punctuation. Look at the person you are speaking to and try to look and sound confident. You have 4 minutes.
2. Have pairs volunteer to read their speech in front of the class.
3. Explain to pupils that they have helped you with your weakness.
4. Ask them how they can do better at things they are not good at. Listen to pupils' ideas.
5. Write the best ideas on the board. (Example answers: practice, prepare, ask for help)

Closing (1 minute)

1. Ask pupils what they have learned today.
2. Tell pupils to try and think of other ways they can improve their skills.
3. Praise them for their hard work.

Lesson Title: Scene Description	Theme: Descriptive Writing	
Lesson Number: L-05-136	Class/Level: Class 5	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to describe a favourite scene in sentences.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

1. **Say:** Do you have a favourite film, poem, play or book? What do you like about it? Raise your hands.
2. Tell pupils that today they will learn how to describe their favourite scene.

Introduction to the New Material (10 minutes)

1. **Say:** Today I saw something very surprising in the playground. I wrote some notes about what I saw.
2. Explain that when we write notes it helps us to record our thoughts and remember.
3. Write on the board:
 - in the playground
 - children dancing and singing
 - playing games
4. **Ask:** Who is in the scene? Raise your hands.
5. **Ask:** Where does the scene take place? Raise your hands.
6. **Ask:** What happens? Raise your hands.
7. **Ask:** Does anything surprising/exciting/strange take place? Raise your hands.
8. **Say:** These questions are useful for planning a description of a scene.

Guided Practice (10 minutes)

1. **Say:** Think about a favourite scene. It could be from a film, a book, a play. It could be something you saw. It can also be a scene from real life.
Give pupils a minute to think.
2. Have some pupils volunteer to share some information about their favourite scene.
3. **Say:** Write some notes about your scene. Do not write complete sentences. Just write words or phrases. Use the questions on the board to help you make your notes.
4. Give pupils 7 minutes.
5. While pupils work, write the sentence starters on the board:
 - My favourite scene is ...
 - The characters in my scene are ...
 - It takes place ...
 - I like it because ...
 - When I think about this scene I feel ...




Independent Practice (12 minutes)

1. Read the sentence starters on the board:
 - My favourite scene is ...
 - The characters in my scene are ...
 - It takes place ...
 - I like it because ...
 - When I think about this scene I feel ...
2. Ask pupils to work alone.
3. **Say:** Write 5 sentences about your favourite scene. Use your notes and the sentences on the board to help you. You have 8 minutes.
4. Have 3-4 pupils volunteer to read you their sentences. Talk about their work.

Closing (2 minutes)

1. Ask pupils what they have learned today.
2. **Say:** When you read or see something interesting, make notes about it. Practice making sentences to describe what you have seen.
3. Praise pupils for their hard work.

Lesson Title: Role Play	Theme: Descriptive Writing	
Lesson Number: L-05-137	Class/Level: Class 5	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to act out a favourite scene.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

1. Have 1 or 2 pupils volunteer to come to the front of the class and talk about their favourite scene. Tell pupils that they can use the sentences they wrote in the last lesson.
2. Tell pupils that today they will practice acting out a favourite scene.

Introduction to the New Material (8 minutes)

1. Draw a circle on the board. Write in the centre: My favourite scene.
2. Ask pupils to raise their hand if they have a good idea about how to act out a scene.
3. Write pupils ideas around the circle on the board.
4. If pupils do not have any ideas, write these words on the board: language, voice, body language.
5. **Say:** You must use good, correct language. You must pronounce words clearly and fluently. You must use your voice in an interesting way. You must use your body to help give expression to what you say. For example, you can smile, look at the person you are speaking to.
6. **Say:** A scene often has more than one person in it so it can be useful to work with someone else.

Guided Practice (12 minutes)

1. **Say:** Think about the scene you described in the last lesson. Close your eyes. Imagine you in the scene.
 - Who can you see?
 - What are the people saying?
 - How do the people speak?
 - What body language are the people using?
2. **Say:** Now open your eyes. In your exercise book write a short 4 or 5 line dialogue about the scene. The dialogue is something that people say to each other in a movie or a comic. A dialogue can either be said by a storyteller or it can be between 2 characters in your scene.
3. Give pupils 8 minutes.




Independent Practice (10 minutes)

1. Put pupils in pairs. **Say:** First, describe the scene to your partner. Tell your partner about the setting and the characters. Then act out your short dialogue for your partner, saying the dialogues for all the characters. At the end ask your partner's opinion. Take turns.
2. After 4 minutes, ask pupils to switch roles – the listener will become the actor.

Closing (2 minutes)

1. Have 1 or 2 pupils act out their short dialogue for other pupils in the class.

Lesson Title: Narrative Composition	Theme: Descriptive Writing	
Lesson Number: L-05-138	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to narrate/write an experience of a past event.</p>	 <p>Teaching Aids None</p>	 <p>Preparation Write these questions on one side of the board:</p> <ol style="list-style-type: none"> What was the event? Where were you? Who were you with? What did you eat and drink? What did you do? How did you feel?
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Opening (2 minutes)

- Say:** Raise your hand if you can tell me a special event.
- Write pupils answers on the board. (Example answers: a birthday party, a wedding, a family reunion, a trip to another place)
- Tell pupils that today they are going to write about a special event that took place in the past.

Introduction to the New Material (11 minutes)

- Say:** Raise your hands if you can tell me a simple past verb. Think about verbs for special events.
- Write the verbs pupils tell you on the board. (Example answers: ate, came, went, saw, drank, danced, sang)
- Say:** Raise your hand if you can give me a sentence with 1 of the simple past verbs.
- Write 2 or 3 sentences on the board.
- Remind pupils that we use simple past verbs to talk about a time in the past. Some verbs are regular and some verbs are irregular.
- Read these questions on one side from the board:
 - What was the event?
 - Where were you?
 - Who were you with?
 - What did you eat and drink?
 - What did you do?
 - How did you feel?
- Remind pupils that these are simple past questions. Explain that they are also 'wh' questions. This means we need to answer them with information.

Guided Practice (10 minutes)

- Say:** Think of a special event. Think of something you remember well. Look at the questions on the board and answer them in your mind.
- Give pupils 3 minutes to think.

3. Put pupils in pairs. **Say:** Ask and answer the questions on the board. Remember to use simple past verbs. Give pupils 6 minutes.
4. Have different pairs volunteer to tell you which events they talked about.




Independent Practice (11 minutes)

1. **Say:** Work alone. Write 6 sentences about your special event. Use the questions on the board to help you. You have 8 minutes.
2. Have 3-4 pupils come to the front of the class and read their sentences to the class. Encourage other pupils to ask 1 or 2 questions to the pupil.

Closing (1 minute)

1. Tell pupils to tell their parents and families about their special events. Tell them to say it was so special and memorable.
2. Praise pupils for their hard work.

Lesson Title: Comparative Adjectives	Theme: Descriptive Writing	
Lesson Number: L-05-139	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to create comparative adjectives.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. Write the table at the end of the plan on the board. 2. Write these words on the board: clean, dirty, noisy, quiet, cheap, expensive, polluted, interesting, boring, beautiful</p>
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Opening (3 minutes)

1. **Ask:** This animal is shorter than a giraffe, but it is not as heavy as a whale. What is it? (Answer: elephant)
2. **Ask:** It is bigger than a house but not as big as a mountain. What is it? (Answer: hill)
3. Tell pupils that today they are going to learn how to compare 2 or 3 things.

Introduction to the New Material (15 minutes)

1. Draw 2 circles on the board. In 1 circle, write 'city' and in the other circle write 'countryside'.
2. Read these words from the board: clean, dirty, noisy, quiet, cheap, expensive, polluted, interesting, boring, beautiful.
3. Pupils listen and repeat.
4. Ask pupils to decide if the words go in the circle 'city' or 'countryside'.
5. Write the words in the circle pupils tell you.
6. Point to the words in the circles. **Ask:** What kind of words are these? Raise your hands. (Answer: adjectives)
7. **Say:** We can use adjectives to compare things.
8. Write: The countryside is cleaner than the city.
9. Write: The city is noisier than the countryside.
10. Write: The city is more expensive than the countryside.
11. Ask pupils to listen and repeat the sentences.
12. Point to the table on the board. Remind pupils of the rules.
 - Adjectives with 1 syllable, add -er.
 - Adjectives with 2 syllables ending with -y, change the 'y' to 'i' and add -er.
 - Adjectives with 2 or more syllables, add 'more' before the adjective.
13. Point to the word 'less' in the table. Explain that this means the opposite of 'more'

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Look at the adjectives in the circles on the board. Write the comparative adjectives. You have 7 minutes.

3. Have 1 or 2 pupils volunteer to come write the comparative adjectives on board. (Answer: cleaner, dirtier, noisier, quieter, cheaper, expensive-more expensive, polluted-more polluted, more interesting, more boring, more beautiful.)

Independent Practice (12 minutes)

1. **Say:** Work alone. Choose 4 adjectives from the board. Write 4 comparative sentences comparing your village, town or city to another village, town or city in the district.
2. Give pupils 6 minutes.
3. Put pupils in pairs.
4. **Say:** Read your sentences to your partner. Find out if your partner agrees with you or not.
5. Give pupils 4 minutes.
6. Have 2 or 3 pupils volunteer to read their sentences to the rest of the class. Ask the other pupils if they agree or not with the sentences.




Closing (2 minutes)

1. Tell pupils that you will say a word. They must say the comparative adjective.
2. Say one of the adjectives from the lesson. Pupils say the comparative adjective.
3. Praise pupils for their hard work. Tell them to practice making more comparative sentences.

[TABLE]

cheap	cheaper
dirty	dirtier
expensive	more /less expensive

Lesson Title: Comparative Adjectives	Theme: Descriptive Writing	
Lesson Number: L-05-140	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use comparative adjectives in compound sentences.</p>	 <p>Teaching Aids A ball</p>	 <p>Preparation 1. Bring a ball to the lesson or make a ball from some used paper. 2. Write these adjectives on the board: interesting, boring, easy, difficult, hard, enjoyable.</p>
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Opening (2 minutes)

1. **Say:** I will throw a ball to a pupil and say a school subject. If I throw the ball to you, you have to say another school subject and throw the ball back to me.
2. **Say:** English. Throw the ball to a pupil. The pupil says 'Maths' and throws the ball back to you.
Say: Science. Throw the ball to another pupil.
3. Repeat 2 or 3 times.
4. Tell pupils that today they are going to compare different school subjects.

Introduction to the New Material (10 minutes)

1. **Say:** Raise your hand if you can tell me 3 school subjects.
2. Write 2 or 3 pupils' answers on the board.
3. Read the words for school subjects. Pupils listen and repeat.
4. Write: I like Science but I do not like Maths very much.
5. Read the sentence. Remind pupils that we can join 2 simple sentences with words like 'but' to make a compound sentence.
6. **Ask:** What other words can we use to join 2 sentences? Raise your hands. (Answer: and, so, because)
7. Ask pupils to raise their hand if they can give you a compound sentence about a school subject. Listen to 2 or 3 pupils' sentences.
8. Write on the board: English is easier than Science but Science is easier than Maths.
9. **Ask:** Which 3 subjects are compared in the sentence? Raise your hands. (Answer: English, Science and Maths)
10. **Say:** Read the sentence. Think for a minute. Raise your hand if you know which is the easiest of the 3 for the writer of this sentence.
11. Give pupils a minute to think. Ask the question again. (Answer: English)
12. Underline 'easier than', 'but easier than' in the sentence.
13. Explain that we can make compound sentences with comparatives with words like 'but', 'so', 'and' and 'because'.
14. **Ask:** What is a compound sentence? Raise your hands. (Answer: a sentence which joins 2 simple sentences with words like 'and', 'but' and 'because' to make 1 longer sentence.)

Guided Practice (12 minutes)

1. **Say:** We are going to make some sentences.
2. Put pupils in pairs.
3. **Say:** I will write some words on the board. I will give you and your partner 2 minutes to write a compound sentence.
4. Write: Science /easy / Maths. Maths /easy / History.
5. Give pupils 2 minutes. Ask pupils to raise their hand to give you a compound sentence.
6. Write the answer on the board (Answer: Science is easier than Maths but Maths is easier than History.)
7. Write: English / difficult / Geography. Geography /difficult / Science.
8. **Say:** With your partner, make a compound sentence.
9. Give pupils 2 minutes. Ask pupils to raise their hand to give you a compound sentence.
10. Write the answer on the board (Answer: English is more difficult than Geography but Geography is more difficult than Science.)
11. Write: Reading / enjoyable / writing. Writing /enjoyable / grammar
12. **Say:** With your partner, make a compound sentence.
13. Give pupils 2 minutes. Ask pupils to raise their hand to give you a compound sentence.
14. Write the answer on the board. (Answer: Reading is more enjoyable than writing but writing is more enjoyable than grammar.)
15. Write: Art / interesting / music. Music /interesting / English.
16. **Say:** With your partner, make a compound sentence.
17. Give pupils 2 minutes. Ask pupils to raise their hand to give you a compound sentence.
18. Write the answer on the board (Answer: Art is more interesting than music but music is more interesting than English.)




Independent Practice (9 minutes)

1. Read these adjectives from the board: interesting, boring, easy, difficult, hard, enjoyable.
2. Check pupils understand that 'hard' and 'difficult' mean the same.
3. **Say:** Work alone. Write 3 sentences. In each sentence compare 3 subjects. Use the sentences and words on the board to help you. You have 7 minutes.
4. If possible, walk around and help pupils if necessary.

Closing (2 minutes)

1. Have 4 or 5 pupils read 1 of their sentences to the rest of the class. Ask the other pupils if they agree with the sentence.

Lesson Title: Matching Words to Numbers	Theme: Number Names; Poetry	
Lesson Number: L-05-141	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to match words to figures of numbers up to tens of thousands, hundreds, tens and ones.</p>		<p>Teaching Aids 1. Table at the end of the lesson plan. 2. Answer table at the end of the lesson plan.</p>		<p>Preparation Write the table at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. Ask pupils to count from 1 to 10, loudly and together.
2. Ask pupils to count from 10 to 20, loudly and together.
3. Write: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. Point to the numbers. Pupils say the numbers.
4. Tell pupils that today they are going to learn about numbers.

Introduction to the New Material (10 minutes)

1. Write: 10 ten, 100 one hundred, 1,000 one thousand, 10,000 ten thousand.
2. Read and point to the numbers in order (ten, one hundred, one thousand, ten thousand).
3. Repeat this 2 times. Pupils listen and repeat.
4. Read and point to the numbers in order. Pupils say the numbers.
5. Read and point to the numbers but not in order. Pupils say the numbers.
6. **Say:** Raise your hand if you can tell me the smallest number. (Answer: 10)
7. **Say:** Raise your hand if you can tell me the biggest number. (Answer: 10,000)
8. Write: 65 sixty-five. Point to the number.
9. **Say:** Sixty-five. Pupils repeat the number.
10. Write: 110 one hundred and ten. Point to the number.
11. **Say:** One hundred and ten. Pupils repeat the number
12. Write: 5,000 five thousand. Point to the number.
13. **Say:** Five thousand. Pupils repeat the number.
14. Write: 20,000 twenty thousand. Point to the number.
15. **Say:** Twenty thousand. Pupils repeat the number.
16. Write: 55,000 fifty-five thousand. Point to the number.
17. **Say:** Fifty-five thousand. Pupils repeat the number.
18. Write the table on the board. Explain the headings to pupils.

ones (1-9)	tens (10-100)	hundreds (100-999)	thousands (1,000- 99,000)

Guided Practice (11 minutes)

1. Ask pupils to copy the table in their exercise books.

- While pupils are copying the table, write on the board: 7 (seven), 120 (one hundred and twenty), 55 (fifty-five), 650 (six hundred and fifty), 20,000 (twenty thousand), 25 (twenty-five), 80,000 (thirty-thousand), 90 (ninety)
- Say:** We are going to put the numbers in the correct column of the table.
- Point to the number 7. **Say:** Raise your hand if you know which column to put the number.
- Write the number in the first column.
- Point to number 120. **Say:** Raise your hand if you know which column to put the number.
- Write the number and the word in the third column.
- Repeat for all the numbers. Point to the number. Ask the pupils. Write the number in the table. (Answers below)

ones (1-9)	tens (10-99)	hundreds (100-999)	thousands (1,000 99,000)
7 seven	25 twenty-five 55 fifty-five 90 ninety	120 one hundred and twenty 650 six hundred and fifty	20,000 twenty thousand 80,000 eighty thousand

Independent Practice (10 minutes)

- Put pupils in pairs. Point to the table on the board. **Say:** Match the numbers to the words.
- Have pupils volunteer to come to the board and draw a line between the word and the number. Ask the other pupils to watch and tell if the answer was matched correctly. (Answers: see answer table at the end of the lesson plan)

Closing (1 minute)




- Ask pupils what they have learned today.
- Praise pupils for their hard work.

TABLE

(Answers:)

Numbers	Words	Numbers	Words
30,000	ten	30,000	thirty thousand
10	fifty	10	ten
60,000	six thousand	60,000	sixty thousand
500	thirty thousand	500	five hundred
80	eighty	80	eighty
25,000	two thousand	25,000	twenty-five thousand
800	sixty thousand	800	eight hundred
50	five hundred	50	fifty
2,000	eight hundred	2,000	two thousand
6,000	twenty-five thousand	6,000	six thousand

Lesson Title: Morals in Passages (nonfiction, fiction, poetry)	Theme: Number Names; Poetry	
Lesson Number: L-05-142	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to present a moral or lesson learned from a piece of writing.</p>	 <p>Teaching Aids Poem at the end of the plan</p>	 <p>Preparation 1. Write the poem at the end of the plan on the board. 2. Write the table (from Guided Practice) on the board.</p>
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Opening (2 minutes)

1. **Say:** Raise your hand if you remember the story of the Six Blind Men and the Elephant.
2. **Ask:** What was the moral (lesson) of the story? Raise your hands. (Answer: Different people can have different ideas.)
3. Tell pupils that today they are going to learn more about lessons and morals.

Introduction to the New Material (8 minutes)

1. Point to the poem on the board.
2. Remind pupils that a poem has a title, lines and verses. Point to the title, lines and verses.
3. **Ask:** How many verses does the poem have? (Answer: 4)
4. **Say:** Listen to this poem.
5. Read the poem clearly and slowly.

Guided Practice (10 minutes)

1. Explain the difficult words in the poem:
 - Pleasant: nice or pleasing
 - Trotted: walking quickly
 - Twas: contraction of it was
 - Honest: truthful
 - Youth: young person
2. Read the poem again, two lines at a time. Ask pupils to repeat after you.

Independent Practice (14 minutes)

1. Put pupils in pairs.
2. Point to the table on the board.

Honest	Dishonest
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3. **Say:** Write 2 sentences about being honest. Write your own ideas. You have 4 minutes.

4. **Say:** Write 2 sentences about being dishonest. Write your own idea. You have 4 minutes.
5. Have pupils volunteer to read their sentences to the class.
6. **Ask:** According to the poem, why did everybody love the boy? (Answer: Because he never told a lie.)
7. Write the answer in the table.
8. **Say:** If you are honest, and don't tell lies, people will trust and love you.

Closing (1 minutes)

1. Ask pupils what they have learned today.
2. Praise pupils for their hard work.

[POEM: THE BOY WHO NEVER TOLD A LIE] by Anonymous.




Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy—
The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

Lesson Title: Writing with Lessons	Theme: Number Names; Poetry	
Lesson Number: L-05-143	Class/Level: Class 5	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to write a short poem or narrative with a lesson.		Teaching Aids None		Preparation None
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Opening (3 minutes)

1. **Say:** I will say a word. I will give you a little time to think of word that rhymes. Raise your hand when you have a rhyming word.
2. **Say:** Place. Give pupils time to think. Pupils give you a word that rhymes with 'place'. (Example answers: face, chase, base, grace, ace)
3. Repeat this with the word 'day'. (Example answers: may, lay, way, grey, stay, bay, play)
4. **Ask:** In which piece of writing do we find a lot of rhyming words. Raise your hands. (Answer: poetry, a poem)
5. Tell pupils that today they are going to write a poem in this lesson and the next.

Introduction to the New Material (10 minutes)

1. **Say:** The theme our poem is honesty.
2. **Say:** Raise your hand if you remember the different parts of a poem.
3. Write: title, line, verse.
4. **Say:** Raise your hand if you remember how many lines the poem *The Boy Who Never Told a Lie* has in each verse. (Answer: 4)
5. Explain that many poems have 4 lines in each verse.
6. **Say:** Raise your hand if you remember how many verses *The Boy Who Never Told a Lie* has. (Answer: 4)
7. Tell pupils their poem will have 2 verses.
8. **Say:** We need to think of some rhyming words for our poem.
9. Write: write.
10. **Ask:** What rhymes with 'write'? Raise your hands.
11. Write pupils' words on the board next to 'write'. (Example answers: write, bright, quiet, light, fight, sight, white)
12. Write: read.
13. **Ask:** What rhymes with 'read'? Raise your hands.
14. Write pupils' words on the board next to read. (Example answers: lead, deed, seed, greed, bead, agreed, weed, feed)

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. Write: learn, try, earn, clever, rain, weather, book, brain, look, lie.

3. **Say:** There are 5 pairs of rhyming words on the board. Work with your partner and find the 5 pairs.
4. Give pupils 5 minutes.
5. Have pupils volunteer to point out the rhyming pairs on the board. (Answers: learn/earn, bad/sad, clever/weather, book/look, brain/rain)
6. Explain that many poems have 4 lines in each verse.
7. **Say:** Our poem will have 2 verses. Each verse will have 4 lines. We have some rhyming words.
8. **Say:** We need a title now. Work in pairs and think of a good title for our poem. Remember the poem is about honesty.
9. Give pupils 3 minutes.
10. **Say:** Raise your hand if you have a good title. Pupils say their titles. If they cannot think of a title tell them that they can use the title 'Honesty'.




Independent Practice (10 minutes)

1. Put pupils in pairs again.
2. **Say:** Write the first verse of your poem. Remember it has 4 lines. We are going to try and make the words at the end of each line rhyme.
3. Give pupils 9 minutes.
4. Walk around and help pupils who are having difficulty.
5. Have 2 or 3 pairs volunteer to come to the front of the class and read their first verse of their poem. Encourage other pupils to clap at the end.

Closing (2 minutes)

1. Ask pupils what they did today.
2. Tell pupils to read the first verse of their poems to their families and friends. Tell them think about the other verses which they will write in the next lesson.
3. Praise pupils for their hard work.
4. Remind pupils to bring their exercise books to the next lesson to continue writing their poems.

Lesson Title: Writing with Lessons (Continued)	Theme: Number Names; Poetry	
Lesson Number: L-05-144	Class/Level: Class 5	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a short poem or narrative with a lesson.	 Teaching Aids The first verse of the poems pupils wrote in lesson 143.	 Preparation None
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Opening (3 minutes)

1. **Say:** Raise your hand if you remember what we did in the last lesson. (Answer: started to write a poem)
2. **Say:** Raise your hand if you would like to recite the first verse of the poem you wrote in the last lesson.
3. Have 1 or 2 pupils volunteer to recite the first verse of their poems.
4. Tell pupils that today they are going to finish their poems.

Introduction to the New Material (8 minutes)

1. **Say:** Raise your hand if you remember the theme our poem. (Answer: honesty)
2. **Say:** Raise your hand if you remember the different parts of a poem.
3. **Write:** title, line, verse.
4. **Say:** Raise your hand if you remember how many lines our poem has in each verse. (Answer: 4)
5. Explain that many poems have 4 lines in each verse.
6. **Say:** Raise your hand if you remember how many verses our poem has. (Answer: 2)
7. **Say:** Raise your hand if you would like to tell the class the title of your poem.
8. Have 2 or 3 pupils tell the class the title of their poem.
9. **Say:** We need to think of some more rhyming words for our poem.
10. Write: school.
11. **Ask:** What rhymes with 'school'? Raise your hands.
12. Write pupils' words on the board next to 'write'. (Example answers: fool, rule, pool, tool, mule)
13. Write: do well.
14. **Ask:** What rhymes with 'well'? Raise your hands.
15. Write pupils' words on the board next to read. (Example answers: tell, sell, fell, bell, spell)
16. Write: speak.
17. **Ask:** What rhymes with 'speak'? Raise your hands.
18. Write pupils' words on the board next to read. (Example answers: weak, week, leak, beak, seek)

Guided Practice (12 minutes)

1. Put pupils in the same pairs as the last lesson if possible.
2. **Say:** Write the second verse of your poem. Remember it has 4 lines. We are going to try and make the words at the end of each line rhyme.
3. Give pupils 9 minutes.

4. If possible, walk around and help pupils who are having difficulty.
5. Have 2 or 3 pairs volunteer to come to the front of the class and read their second verse of their poem. Encourage other pupils to clap at the end.




Independent Practice (10 minutes)

1. **Say:** Now you have your full two verse poem. Make sure you are happy with the title of the poem. Read your poem to each other. Make any changes you want to make. You have 3 minutes.
2. **Say:** Get into pairs with a new partner. Read your poem them and listen to their poem. Tell them what you like and what can be improved. You have 4 minutes.
3. **Say:** Now get into pairs with your original partner. Make any final changes to your poem.

Closing (2 minutes)

1. Ask pupils what they did today.
2. Tell pupils to read their poems to their families and friends. Tell them to try and memorise their poem because they will practice reciting their poems in the next lesson.
3. Praise pupils for their hard work.
4. Remind pupils to bring their exercise books to class for the next lesson.

Lesson Title: Sharing Poetry	Theme: Number Names; Poetry	
Lesson Number: L-05-145	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to recite an original poem with expression.</p>		<p>Teaching Aids 1. Poem at the end of the plan 2. Poems pupils wrote in the lessons 143 and 144</p>		<p>Preparation Write the poem at the end of the plan on the board.</p>
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Opening (3 minutes)

1. **Say:** Raise your hand if you remember the qualities of a good speaker. (Answer: confident, not too slow and not too fast, eye contact, speaking clearly and with expression, using punctuation)
2. **Say:** Raise your hand if you remember the poem about honesty.
3. Tell pupils that today they are going to learn how to recite the poems that they have written.

Introduction to the New Material (10 minutes)

1. Point to the board. **Say:** Listen to the poem again. I will recite it 2 times.
2. Read the poem 2 times. Read it slowly and clearly.
3. Point at the punctuation in the poem. **Ask:** What do we need to remember when we recite a poem? Raise your hands. (Answer: to use the punctuation and speak fluently with expression)
4. **Ask:** What do we do when we see a comma? Raise your hands. (Answer: stop for a short time)
5. **Ask:** And a full stop? (Answer: stop for a longer time)
6. **Say:** Listen and repeat the rhyming words. Point to " at the end of the first line and " at the end of the second line. Say: little, brittle. Pupils listen and repeat.
7. Repeat for: stately/sedately; quiet/diet; bewild'ring/children; faces/places; ages/sages; unruly/unduly; glory/story; babies/gabies; increases/nieces
8. **Say:** Read the poem with me. I will read 2 lines. Listen and repeat every 2 lines.
9. Read the poem. Stop at the end of every 2 lines. Pupils listen and repeat.
10. **Say:** Read the poem with me. I will read 1 verse. Listen and repeat the verse.
11. Read the poem. Stop at the end of every verse. Point to the beginning of the verse and gesture for pupils to start reading.

Guided Practice (8 minutes)

1. Put pupils in pairs.
2. **Say:** Practice reading the poem together. Read a verse each. When you finish reading, recite the poem again. Read different verses this time. Remember to pay attention to punctuation and rhyming words. Read fluently and with expression.
3. If possible, listen to a few pairs reciting the poem. Correct pronunciation of words. Praise the pupils.
4. Have 1 or 2 pairs volunteer to come to the front of the class and recite the poem for the other pupils.

Independent Practice (12 minutes)

1. **Say:** Find the poem you wrote about good and bad pupils. You have 4 minutes to practice reading your poem. Read your poem silently but think about punctuation and expression. Read your poem to yourself in your head.
2. Give pupils 4 minutes to silently practice their poems.
3. Put pupils in pairs. **Say:** Read your poem to your partner. Your partner should be different from the pupil you wrote the poem with.
4. Give pupils 6 minutes.
5. Have 3 or 4 pupils volunteer to come to the front of the class and recite their poem for the other pupils.
6. Encourage the other pupils to clap at the end of the poem. Praise pupils for their poems and recital.

Closing (2 minutes)

1. Ask pupils if they like reading and reciting poems in class.
2. Tell pupils to practice reciting all the poems they have learned at home. Tell them to read the poems to their families and friends.
3. Praise pupils for their hard work.

[POEM: THE BOY WHO NEVER TOLD A LIE] by Anonymous.




Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy—
The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

Lesson Title: Reading Visual Texts	Theme: Descriptive Language	
Lesson Number: L-05-146	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to present the main idea of a sign or advertisement in their community.</p>	 <p>Teaching Aids 1. Advertisement or sign from your community. Write the words on the board or take one to the lesson. 2. Signs at the end of the plan.</p>	 <p>Preparation 1. Find a sign or advert in your community or write the words on the board or take it to the lesson with you. 2. Draw and write the signs at the end of the plan on the board.</p>
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Opening (2 minutes)

1. Write 'community' in a circle in the centre of the board.
2. **Say:** Raise your hand if you can give me a word about the community.
3. Write pupils' words around the circle. (Example answers: village, school, church, people, market, medical centre)
4. Tell pupils that today they are going to study how to present the main idea of a sign or advert in the community.

Introduction to the New Material (12 minutes)

1. Show pupils your sign or advert or point to the board if you have written it on the board. Ask pupils questions about it. Tell them to raise their hands to answer.
2. **Ask:** What kind of message it is? Is it an advert? Is it a sign? Is it a poster? What is it telling the reader about? Is there a lot of writing on it? Does it have bright colours? Does it have pictures?
3. Ask pupils about signs and adverts they have seen in the community.
4. Write pupils' answers on the board. (Example answers: products such as drinks, telecommunications, health signs, road signs)
5. Write: come, go, buy, listen, get.
6. Ask pupils what kind of words these are. (Answer: verbs, imperative verbs, verbs to tell us to do something). Explain that verbs in signs and adverts do not usually have a person before them. The verb is a telling verb and is telling everyone.
7. Write: now, today, right away, soon.
8. Ask pupils what kind of words these are. (Answer: time words). Explain that we often see time words in signs and adverts to persuade the reader to do something immediately.
9. Write: ! ?
10. Ask pupils what they can see on the board. (Answer: punctuation) Explain that often we see questions or exclamation marks in signs and adverts to make the reader want to continue to read.

Guided Practice (8 minutes)

1. Write: reading, spelling, hands, roads, teeth, rubbish.
2. Put pupils in pairs.
3. **Say:** Read the signs. Decide what each one is about. Then match the signs to the correct word on the board.
4. Give pupils 5 minutes.
5. Have pupils come to the board and write the word under the correct sign or advert.

Independent Practice (11 minutes)

1. Put pupils in pairs.
2. **Say:** Choose one of the signs. Make a better sign. Write 1 more sentence to add some information. Draw a picture to show what the sign or advert is about.
3. Give pupils 8 minutes.
4. Have pupils volunteer to read their signs and adverts to the other pupils in the class.

Closing (2 minutes)

1. **Say:** Look around when you go home. Make a note of 3 advertisements. Are any in English? Are they making an announcement, or trying to get you to buy something? Be ready to tell me in the next lesson.
2. Praise pupils for their hard work.

SIGNS

Have you washed them?

Put it in the bin now!




Look, cover, write, check!

I love stories!

Stop, look, listen, cross.

Cleaning your teeth is good for your smile!

Lesson Title: Writing Visual Texts	Theme: Descriptive Language	
Lesson Number: L-05-147	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to present a message in a written sign or advertisement.</p>		<p>Teaching Aids Poster template at the end of the plan.</p>		<p>Preparation Draw the poster template at the end of the plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Did you look at any signs or any advertisements? What language were they in? What were they about? Raise your hands.
2. Tell pupils that today going to design our own poster about classroom rules, the things we must and must not do in class.

Introduction to the New Material (8 minutes)

1. **Say:** Raise your hand if you can tell me 1 of our classroom rules.
2. Write pupils' answers on the board.
3. Write or add the following if pupils do not say it in and if it is a classroom rule:
 - Listen to the teacher
 - Listen to classmates
 - Try your best
 - Raise your hand
 - Respect each other
 - Arrive on time
 - Bring your exercise book and a pencil
 - Ask permission to go to the bathroom
 - Ask permission to leave the classroom
 - Stand up when the teacher enters
 - Stand up when a visitor enters
 - Greet visitors
4. Explain any words pupils do not understand.
5. Read the classroom rules. Pupils listen and repeat.

Guided Practice (10 minutes)

1. Point to the poster template on the board.
Say: This is how you will make your poster later. You will write your own ideas about the rules in these speech bubbles.
2. Put pupils in pairs.
3. **Say:** There are a lot of classroom rules. Decide which for you are the 5 most important classroom rules. Write them in your exercise book.
4. Give pupils 6 minutes.

5. Have 1 or 2 groups volunteer to share their top 5 rules with the rest of the class.

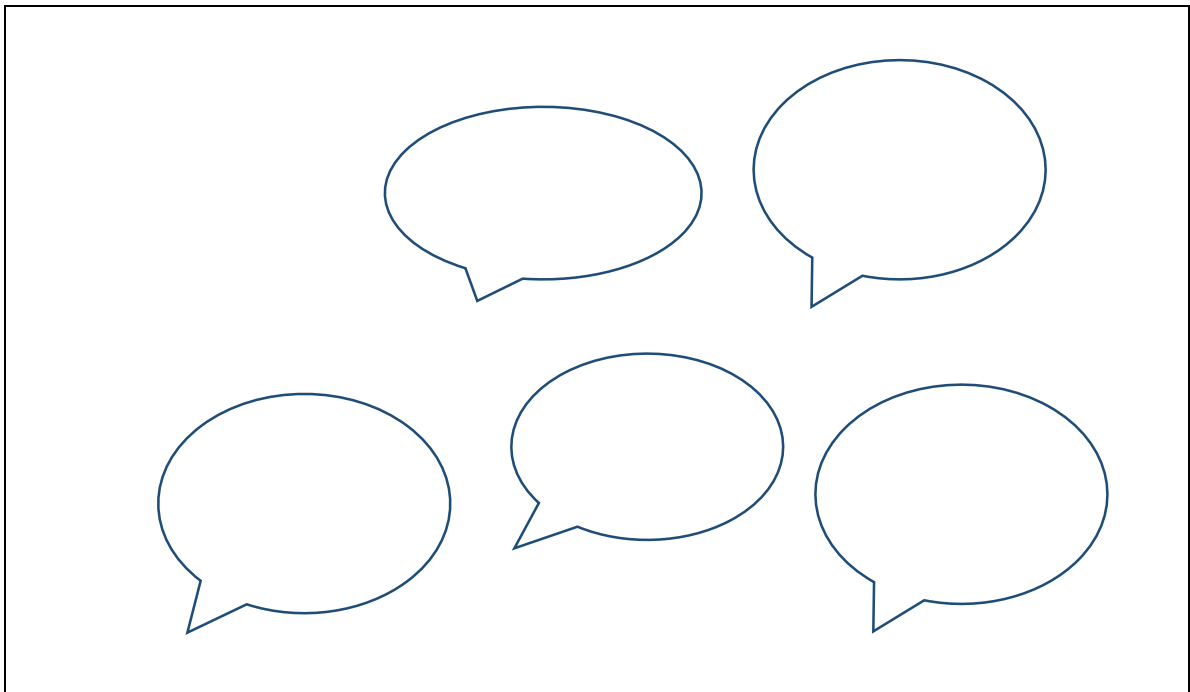
Independent Practice (12 minutes)

1. **Say:** Work alone. Copy the poster template on a clean page in your exercise book. You have 2 minutes.
2. **Say:** Write a title for your poster, like 'Classroom rules'. Write your classroom rules in the speech bubbles. Draw some pictures to show what 1 or 2 of the most important rules are.
3. Give pupils 10 minutes.




Closing (2 minutes)

1. Put pupils in pairs. **Say:** Show each other your posters. Describe your posters.
2. Give pupils 2 minutes.
Praise pupils for their hard work.

POSTER TEMPLATE



Lesson Title: Metaphors in Messages	Theme: Descriptive Language	
Lesson Number: L-05-148	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use a metaphor in a message.</p>	 <p>Teaching Aids 1. Thank-you note at the end of the plan 2. Table at the end of the plan</p>	 <p>Preparation 1. Write the thank you note at the end of the plan on the board. Do not underline anything. 2. Draw the table at the end of the plan on the board 3. Draw a key, a door, a book, a sun on the board.</p>
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Opening (1 minute)

1. **Ask:** What do we call it when we compare 1 thing to another with 'like'? (Answer: simile)
2. Write: A book is a key to the house of knowledge.
3. **Ask:** Is this is a simile? (Answer: no)
4. **Ask:** What is it? Raise your hands. (Answer: a metaphor)
5. **Say:** Tell pupils that today they will learn how to use a metaphor in a written message.

Introduction to the New Material (10 minutes)

1. Point to the note on the board. **Say:** This is a note I wrote.
2. Read the note. Read slowly and clearly.
3. **Say:** I will ask you some questions. Raise your hand if you want to answer the question.
4. **Ask:** Who is the note to? (Answer: the writer's grandmother)
5. **Ask:** What kind of note is it? (Answer: a thank you note)
6. **Ask:** What is the birthday present? (Answer: a book)
7. Have a pupil volunteer to come to the board and circle 1 metaphor. (Answer: This book is a key to the house of knowledge.)
8. Have another pupil come to the board and circle another metaphor. (Answer: You are my ray of light.)
9. Point to the picture of a book, a door and a key. **Ask:** What is the book compared to? Why? Raise your hands. (Answer: a key; a key opens a house like a book opens us to a world of learning)
10. Point to the picture of the sun. **Ask:** What is the grandmother compared to? Raise your hands. (Answer: a ray of light)
11. **Ask:** Is it a positive metaphor? (Answer: Yes)
12. **Ask:** Is the book really a key to a house? Raise your hands. (Answer: no)
13. **Ask:** Is my grandmother really a light? (Answer: no)
14. Explain that they are metaphors, which make a comparison to paint a picture in our mind.

Guided Practice (10 minutes)

1. **Say:** Imagine you are going to write a thank you note. Let us come up with a metaphor for the gift which you can use in your note.

2. Point to the table on the board. **Say:** On the left side is a list of things that you could have received as a gift. On the right side are some metaphors you can match them with for your thank you note. Let us try and match them.
3. Read out the gifts one by one and ask pupils to raise their hand to say which one they match with. Match the answers on the board. (Answers: cake – burst of flavour, watch – time is money, funny comic book – laughter is the best medicine, colourful dress- rainbow of colours, football – heaven on a sunny day) Explain the metaphors if needed.
4. **Say:** You can use these metaphors to make sentences for your thank you note. For example you can write - Thank you very much for my birthday present. The watch will help me be on time, and time is money!

Independent Practice (12 minutes)

1. **Say:** Work alone. Write a thank you note to your person. You can use 1 or 2 metaphors. Use the outline on the board to help you. You have 7 minutes.
2. Have 3-4 pupils volunteer to read their notes to the rest of the class.

Closing (1 minute)

1. Ask pupils what they have learned today.
2. Praise pupils for their hard work.

THANK YOU NOTE

_____ (Date)

Dear Grandmother,

Thank you very much for my birthday present. This book is a key to the house of knowledge. I think you are my ray of light.

I hope to see you on Sunday.




Love,

_____ (name)

TABLE

Gift	Metaphor
Cake	Rainbow of colours
Watch	Heaven on a sunny day
Funny comic book	Burst of flavour
Colourful dress	Laughter is the best medicine
Football	Time is money

Lesson Title: Communicating Messages to Others	Theme: Descriptive Language	
Lesson Number: L-05-149	Class/Level: Class 5	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to share their message and sign with a group.</p>		<p>Teaching Aids Welcome speech at the end of the plan</p>		<p>Preparation 1. Write the welcome speech at the end of the plan on the board. 2. Think of two true sentences and one false sentence about yourself to share with the class.</p>
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Opening (2 minutes)

1. **Say:** We are going to play a game called true or false. I will say sentences about myself. Raise your hand if you think the sentence is true.
2. **Say** the 2 true sentences and 1 false sentence about yourself. Pupils raise their hands if they think the sentence is true.
3. Tell pupils that today they are going to learn how to communicate messages to others in writing and signs.

Introduction to the New Material (10 minutes)

1. **Say:** Imagine we have to design a poster advertising our school. Imagine there is a group of school pupils from South Africa coming to visit our school.
2. Write on the board: Our school is ...
3. **Say:** Raise your hand to tell me a positive word to describe the school. (Example answers: big, clean, friendly, lovely, beautiful)
4. Write the best words on the board.
5. **Say:** Think about what you can do here at school. For example: play football during the breaks.
6. **Say:** Put your hand up and tell me the activities you can do here.
7. Write the best answers on the board.
8. Write on the board: Welcome to our ... school, where ...!
9. Read the sentence. Pupils listen and repeat.
10. **Say:** You will fill the first blank with a positive word (point to the list) and the second blank with an activity (point to the list)
11. **Say:** This will be on a banner at the front of the school.
12. **Ask:** What should we write on the banner? Raise your hands to answer. (Example answer: Welcome to our fun school, where we play football during the breaks!)

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. Point to the speech on the board.
Say: Work in pairs. Think about a short welcome speech that you will say to the pupils from South Africa. Use the speech on the board to help you.

Give pupils 7 minutes.

3. Have 2 pairs volunteer to read their welcome speech at the front of the class.
4. Praise pupils and encourage other pupils to clap at the end.

Independent Practice (10 minutes)

1. **Say:** We have a banner and a speech. Now we need to prepare a poster for the students.
2. **Say:** Design a small poster. Look at the ideas on the board. Use pictures and words to show what the school looks like, what we do here (activities) and anything special about the school.
3. Give pupils 8 minutes.

Closing (3 minutes)

1. Have 1 or 2 pupils volunteer to come to the front and show and describe their poster.
2. Praise pupils for their hard work.

WELCOME SPEECH

Welcome to _____ (country and town/village).

Our school _____ (name of school) .




My name is _____ (your name).

I am in class _____.

Thank you for listening.

Enjoy your stay.

Lesson Title: Respond to Messages	Theme: Descriptive Language	
Lesson Number: L-05-150	Class/Level: Class 5	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to share their message and sign with a group.</p>	 <p>Teaching Aids Welcome speech at the end of the plan</p>	 <p>Preparation 1. Write the welcome speech at the end of the plan on the board. 2. Think of two true sentences and one false sentence about yourself to share with the class.</p>
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Opening (1 minute)

1. Ask pupils about some of the messages they have written in the last few lessons.
2. **Ask:** What kind of messages have we written this week? (Answer: community sign, classroom rules poster, thank you note, welcome speech)
3. Tell pupils that today they are going to learn how to write a response to a message.

Introduction to the New Material (10 minutes)

1. Point to the message on the board. Tell pupils this is your thank you message to them.
2. Read the message. Read slowly and clearly.
3. **Say:** I have written you all a thank you message. Now you are going to respond.
4. Write on the board: The teacher is.... and...
5. **Say:** Think of one nice thing about your teacher. Raise your hand to give me an example.
6. Write pupils' words on the board. (Example answers: kind, helpful)
7. **Say:** Thank you very much for the compliments. I appreciate your kind words. That is very kind of you.
8. Write on the board your responses to the compliments: Thank you very much for the compliments. I appreciate your kind words. That is very kind of you.
9. Read the response clearly and slowly.
10. Read the response again. Pupils listen and repeat.
11. Point to the words. Pupils read them out loud.

Guided Practice (10 minutes)

1. Put pupils in pairs. **Say:** You are going to write a thank you note for your partner. Think of one thing you want to thank them for. You have 1 minute to think.
2. **Say:** Now write your thank you note. Use my message to help you. Start with 'Dear...' and write your partners name. You have 1 minute.
3. **Say:** Now write a thank you sentence. Start with 'Thank you for....' You have 3 minutes.
4. **Say:** Now end with something nice like 'I wish you all the luck in the world.'
5. **Ask:** Can you think of some other ways to end? Raise your hand.
6. Write pupils' ideas on the board. (Example answers: Good luck for next year, have fun).
7. **Say:** Write a nice ending sentence and then your name under it. You have 3 minutes.

Independent Practice (10 minutes)

1. **Say:** Continue working in your pairs. Turn to your partner and read out your thank you note to them. You have 4 minutes.
2. **Say:** Now write a response to your partner. Use the response on the board to help you. Start with 'Dear...' and the name of your partner. Then write 'Thank you for....' You can thank them for what they said. You have 3 minutes.
3. **Say:** Now end with a nice sentence in the end. For example, if your partner has said, "Good luck for the next year!" you can respond with "Good luck to you too!" You have 3 minutes to write your response and your name in the end.
4. Have 1 or 2 pairs volunteer to act out a short dialogue. The first pupil thanks his/her partner. The partner responds.

Closing (4 minutes)

1. Sing the Good Bye Song if there is time. Tell pupils that 'goodbye', 'farewell', 'see you soon' and 'so long' are all different ways to say goodbye.
2. **Say:** Thank you for all your hard work this term. Good luck next term.

MESSAGE

Dear Class,

Thank you for working so hard this term. It was really nice teaching you.

I am sure you learned a lot and will go on to become, better and better at English.

I wish you all the luck in the world.

Your teacher

GOODBYE SONG

Goodbye. It is time to go.

Goodbye See you soon.

Goodbye. It is time to go.

Goodbye. See you soon.

Farewell. It is time to leave.

Farewell. See you soon.

Farewell. It is time to leave.

Farewell. See you soon.

So long. It is time to go.

So long. see you soon.

So long. It is time to go.

So long. See you soon.

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